

## **English for Culinary Major in Vocational High School: The Prototype**

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### **ABSTRACT**

English language subject which is taught in Vocational High School does not seem suitable with the needs of the students who study in specific field of study, especially in culinary. Based on this current situation, the present research and development study developed English materials for culinary students by using skill-based approach in which it includes the objective of performance and competence accomplishments. Began with needs analysis process, it was done before the development of the materials and it was conducted in SMKN 3 Malang. The needs analysis is aimed at finding the students' needs toward English for culinary major and the target students were the tenth graders who are taking culinary major. The steps in this needs analysis were determining the instruments to collect the data, designing the blueprint of the instruments, constructing the instruments based on the blueprints, collecting the data in the field, and analyzing the data. In these current needs analysis, two instruments will be used, namely questionnaire and interview. Thus, the final product of these English materials for culinary purpose is expected to give fruitful contribution in the future for both teacher and student during the teaching and learning process of English language.

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**Keywords:** English for Academic Purpose, Culinary major, Skill-based approach, English material development, Vocational high school

### **1. INTRODUCTION**

English is a significant language in the academic in Indonesia. It can be seen from its inclusion in the curriculum and National Examination (Ujian Akhir Nasional). In vocational high schools, English is taught as compulsory subject with the same structure as in senior high schools, so the core competence and the basic competence for students of both schools are the same (Permendikbud No 70, 2013). Thus, English taught in vocational schools is categorized as general English.

Consequently, English teachers conduct teaching and learning process based on the

syllabus of general English. This fact results in the use of English materials which are general, as used by other schools. The teaching of English will be more focus on the topics in the syllabus with little emphasis to relate English to the students' major. If it is viewed from the vocational field, English which is needed by the students of the school should match their major so that they can apply their knowledge of English in the workplace.

Based on the aforementioned condition, designing suitable courses for different types of groups of learners in accordance with their needs seems important. Therefore, English for Specific Purpose (ESP) teaching approach was developed to support the relevance toward students' needs and interest in learning English language. As stated by Hutchinson and Waters (1987:19), ESP is an approach to language teaching which is based on the learners' needs. Richard (2001) also had similar idea that the students who learn ESP are the students who learn English in order to carry out a particular role, such as flight attendance, mechanic, or doctor. These ESP learners need meaningful input of the language that could be applied in their specific occupational settings.

Nowadays the area of hospitality and tourism become very popular around the world and it attracts many social communities. Moreover, working in the hospitality and tourism field has been regarded as a prestigious job, and majoring in culinary arts has become a popular choice for vocational college or university students (Hou, 2013:5). This phenomenon is also popular in Indonesia as there are many vocational schools and universities which has culinary program. The students who join culinary program expect to have international experiences too such as working with foreigners to promote the local tourism, going abroad for advanced studies, or even doing their internship abroad.

However, these students need to have sufficient English language skill which is related to their field of study. Yet, they are not really facilitated well in terms of learning materials and it discourages the students to pursue their international dreams. These problems interest the researcher to develop English learning materials which are suitable for culinary major students so the students could benefit from the English language courses they had taken during their study. Several scholars in Indonesia had done research and development studies in attempt to develop relevant teaching and learning materials for culinary major students with different approaches based on the target students' needs (Widiyati, 2012; Nurreffendhi, 2013; Istiqomah, 2014; Novitasari, 2014). The results of these studies' need analysis show mostly similar expectations from both students and teachers for relevant teaching and learning materials, which emphasize on the speaking and

listening skill.

Especially the students, they want to be able to communicate fluently using English in oral communication and to master vocabularies related to their field. Some language functions were also taken into consideration in the textbook development telling job descriptions, expressing complains, writing simple instructions on cooking, etc. The final products developed by these scholars were using task-based language teaching in which the tasks are used as the core of unit planning in language teaching.

The present study addresses the needs to develop specific teaching and learning materials for English language subject to be used by certain students who study in a specific field of study, in this case is culinary. This need stemmed from the fact that the general English course was not really match with culinary major students' needs as they are required to be able to use the language which is related to their academic settings and workplace in the future. Departing from analyzing culinary students of SMK Negeri 3 Malang's needs for suitable materials to learn English language, the researchers were encouraged to develop English language learning materials for culinary major students by using skill-centered approach for course design. As the essence of English for Specific Purpose (ESP) course is for helping the learners develop skill and strategies, skill-centered approach aims to make the learners into better processors of language (Hutchinson & Waters, 1987:70). Thus, by doing research and development on English subject textbook for culinary major, this study was expected to give fruitful contribution in the future for both teacher and student during the teaching and learning process of English language.

## **2. RESEARCH METHOD**

The appropriate design used in this study is Research and Development (R&D) since the purpose is developing a prototype of supplementary material for teaching English in culinary major, for both teacher and students. In carrying out this study, some stages should be followed. For research and Development that finally will produce a certain product, the researcher adapted several models and combine it into the following steps since the project can be scaled down into a few steps of the R&D (Gall et al., 2003) considering that the stages can collect the needed data that finally product will be yielded according to the pre specified level of quality/effectiveness. The developmental stages are visualized in Figure 1.

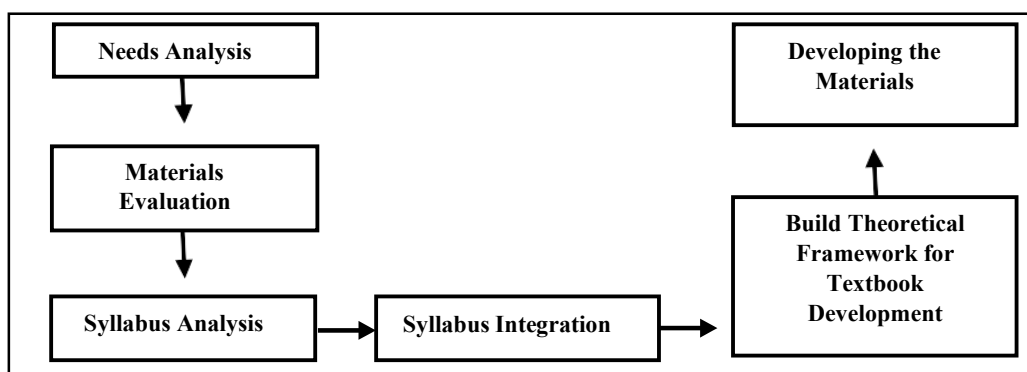


Figure 1. Stages in Developing the Textbook

During needs analysis stage, two instruments were used, namely questionnaire and interview. Those instruments in general would collect data to support present situation analysis and target situation analysis. Questionnaire is administered to the tenth-grade students of culinary major of SMKN 3 Malang. The objective of the questionnaire is to investigate the students' current condition of English learning, their current progress in English, and their expectation on English class. The second instrument, interview, is conducted to the students after administering the questionnaire.

Furthermore, English teacher and the culinary teacher are also interviewed for certain purposes. Interview with English teacher is aimed at collecting information about the current practice of the teaching of English for culinary major, the teacher's problem, and the teacher's expectation regarding the materials and English competence of the students. Researchers also used several documentations such as English textbook entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 and Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 2 which are published by Kemdikbud for materials evaluation, and also the syllabus of K-13 for English subject to be analyzed during syllabus analysis stage.

### 3. FINDING AND DISCUSSION

#### Need Analysis

The first step taken in this materials development, in which the final product is in the form of textbook, was collecting data for needs analysis. The researchers designed the questionnaire by adapting several aspects made by Dudley-Evans and St John (1998, in Basturkmen, 2010:18). The aspects include professional information about the learners,

personal information about the learners, English language information about the learners, language learning information and what the students want from the English class.

Based on the result of the questionnaire, first, the students do listening activity both for general and culinary-related purpose more frequently than speaking, reading and writing activity. Second, most students feel that their previous knowledge of English course is useful for their current English learning. The third point is concerned with the English material in which most students think that the English material they receive is less relevant to their major. Moreover, the students' responses which consider the availability of particular English learning material for culinary is sufficient and less sufficient are equal. This finding needs to be clarified with the result of student interview. Next, according to the students, lecturing and presentation are the activities which are always conducted by the teacher, while discussion, drill, question and answer activity, modelling, and reading materials and doing tasks only are the activities often conducted by the teacher.

The next highlighted point is that the most emphasized skill by the teacher in the classroom is speaking skill. Regarding the English ability, the percentage of the students who consider their listening skill good and fair is equal. According to them, their reading and writing skill are also good, while their speaking skill is fair. Furthermore, regarding the mastery of language components, most students think that their grammar and pronunciation mastery still need improvement, while they think that their vocabulary mastery is already good.

Furthermore, there are some points which can be concluded from the aspect of what the students need and expect from their English class. For teaching technique, lecturing, question and answer activity, modelling and presentation are considered as necessary techniques for teaching and learning process. Regarding the use of media and textbook, most of the students agree that the use of both media and textbook is very important. Additionally, most students consider speaking and listening as skills which need to be prioritized more than the other skills. Among three language components, pronunciation and vocabulary can be considered as nearly equal prioritized language component to be mastered, while grammar is at the last place of the priority. Finally, the last highlighted point is that most of the students strongly agree that they need particular English learning material for culinary major in order to develop their English ability in that major.

The instrument of interview was conducted to five culinary students in this need analysis. The aim of student's interview is to know more about students' current condition in learning English, problems, and their expectation on English class, based on the questions from the questionnaire. According to the interview results which are related to the needs of English material development, it can be concluded that the students of culinary major need more supporting materials of English language for the specific purpose of culinary. Most of the students in the interview stated that the materials used in the English class are not enough yet to cover culinary vocabulary they want to learn. They obtained this knowledge of culinary vocabulary from their culinary class. English materials only cover very limited terms in culinary and the culinary materials do not support the students with language use. From this case, the English materials used by culinary students should include not only culinary vocabularies or terms, but can also help the students in using language for culinary-related purpose.

Next, the first interview was done with two English teachers from the tenth grade. The purpose is to gain information on teaching materials, classroom activities and the skills the students need to master. It can be concluded from the interview that the two teachers agree to the needs of English materials development which are relevant to culinary major. They also expect that the materials will include vocabulary, speaking, and reading as the components in the developed materials. The supporting materials of English language for specific purpose of culinary will facilitate in improving students' language and culinary knowledge because the students of culinary major must be able to understand English materials and terms about culinary and use English for communication to deliver culinary content.

Besides collecting the interview data from English teachers, interview with the culinary teacher was also done to obtain more information about the topics the students in culinary major should learn, the competences they have to master and the teacher's opinion on the importance of English for the students from culinary point of view. The results of the interview shows that it is important for the culinary students to have more improvement in English for culinary as early as possible, in this case the students must begin this improvement from the tenth grade. If the students begin earlier, it will help them especially in demonstrating their practical and theoretical knowledge in culinary. Moreover, they need to prepare more before they begin their On Job Training (OJT) program so that they

will perform well in a real work situation. To help the students to do these, it is needed to develop the English materials for culinary purpose.

### **Material Evaluation**

The next step done was evaluating the English teaching materials used in SMKN 3 Malang for tenth grade of culinary major. English teachers of SMKN 3 Malang teach English to the tenth-grade students of cookery major by using an English textbook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* and *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 2* which are published by *Kemdikbud*. Thus, those textbooks are evaluated by using the guidance from Hutchinson and Waters (1987) as it gives complete and detailed procedure on how to evaluate materials.

From the result of our materials evaluation, it can be concluded that the existing material for vocational students of cookery major in SMK 3 Malang is already appropriate and good for teaching purpose. However, the writers decide to develop a new English learning material for the cookery major students. This decision is made under the consideration of the contrasting content of the available book used by 10th grade students of cookery major. The content of the book is aimed for general purpose of English since the target users of the book are both SMA and SMK students. Yet, the content matter is very crucial especially for vocational students of cookery major because they need more specific English related to their major to promote a meaningful learning. Therefore, developing a new and more specific material is needed for the 10th grade students of culinary major rather than adopts and adapts the existing material. The writers will develop the material based on 2013 curriculum for SMK which has been integrated to cookery content.

### **Syllabus Analysis**

After the researchers had done with materials evaluation, K-13 syllabus of English subject for SMK which is used in SMKN 3 Malang was analyzed. In general, the components of the syllabus have matched and support each other. To achieve the basic competences, the materials used are based on the features listed in each basic competence, namely the language function, text structure, language features and topics of the materials. The learning activities which are based on scientific approach are also designed to create

meaningful learning based on the expected basic competences. Generally, the activities listed in the syllabus are the same as the ones we find from the teacher interview. Moreover, the assessment and the learning source also match the learning activities, materials, and basic competences. Several points of the syllabus still need to be improved.

First, as the syllabus is for English subject, it should be written in English. Some Indonesian terms we find in the syllabus do not sufficiently reflect the intended meaning of the English terms, such as *menangkap makna* and *memuji bersayap*. If it is written in English (comprehending, extended compliment), the meaning becomes clearer in terms of how it can be measured. Second, in component of the material, the topics provided for some materials are too general. The example of the too-general topic is '*Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. terkait dengan kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas, dengan memberikan keteladan tentang perilaku santun, peduli, percaya diri, dan cinta damai*'. The topic should be more specific based on the material taught, for example in teaching extended compliment and congratulation, the topic can be about winning competition, achieving success in school, birthday party, graduation, and soon.

Next, the collaborative work of using English in the part of collecting information should be put in communicating part. The activity named "*kegiatan lain yang terstruktur*" in the collaborative work needs to be mentioned clearly to tell what the structured activity is. Variation in the learning activities is very necessary to make learning experience motivating, interesting, and to avoid boredom. Improvement in learning activities also needs to be made in observing part for descriptive text, narrative text, recount text, and song material. According to the syllabus, the students are instructed to copy several texts with correct spelling and punctuation. Copying several texts will take much time and consequently will make the learning activities ineffective. As suggestion, for the sake of effectiveness, this activity should be omitted as observing texts can be done by doing previewing technique, skimming, etc., which are more effective. The next point of improvement deals with the observing part for announcement material in which the students are asked to collect announcement text in Bahasa Indonesia. The announcement text collected should be in English since the students are in English lesson and the focus is on the generic structure and language feature of English. The announcement text written in English can become the model for students to study.

Relating to the result of needs analysis, the syllabus has matched the skills emphasized in the teaching of English by the teacher, namely speaking, reading, and writing. It has also matched the skill mostly needed by the students, namely speaking. In general, the syllabus has helped the teacher to fulfill the students' need of general English. Nevertheless, some improvement discussed above should be made to optimize the teaching of English in SMKN 3 Malang for the tenth grade.

### **Syllabus Integration**

According to the interview result with cookery teacher of SMKN 3 Malang in previous needs analysis and the curriculum of cookery for tenth grade used by the school, the tenth graders of culinary major only get the material of Basic Culinary (*Boga Dasar*) which covers several topic, namely kitchen utensils on how to operate them, basic handling technique for cooking, the process of cutting food material, cooking technique, food and beverage garnish, served place for vegetables and fruit, basic ingredient of Indonesian food, and sambal in Indonesian food. Those topics are learned mostly for theoretical knowledge with some practices for performing the knowledge. Therefore, after learning those topics, the students are expected to have sufficient theoretical knowledge on those topics and can demonstrate their knowledge well.

Integrating the aforementioned cookery topics into the English syllabus for the tenth grade cannot be done by entirely change the existing topics in the syllabus. This is due to the fact that the syllabus is based on the Curriculum of 2013 by the government and the English materials for tenth grade also are also designed to help the students to improve their knowledge at early level for facing the national examination at the end of their study later. Consequently, a starting point to provide students of cookery major with English for cookery can be done by transferring some suitable and relevant topics of cookery into the English syllabus and adjusting the internal part of existing English syllabus to the cookery topics needed to be learned by the students.

### **Theoretical Framework of Syllabus Development**

Based on the findings from each stage explained above, the next step is to determine what to be done based on the information of learning needs gathered regarding to the material development. First is choosing the appropriate approach to be used in the material.

In this English materials development for culinary purpose, the approach that will be used is skill-centered approach. As the essence of English for Specific Purpose (ESP) course is for helping the learners develop skill and strategies, skill-centered approach aims to make the learners into better processors of language (Hutchinson & Waters, 1987:70). Before the researchers began to develop the textbook, theoretical framework for textbook development was done and the summary of framework was illustrated in Figure 2.

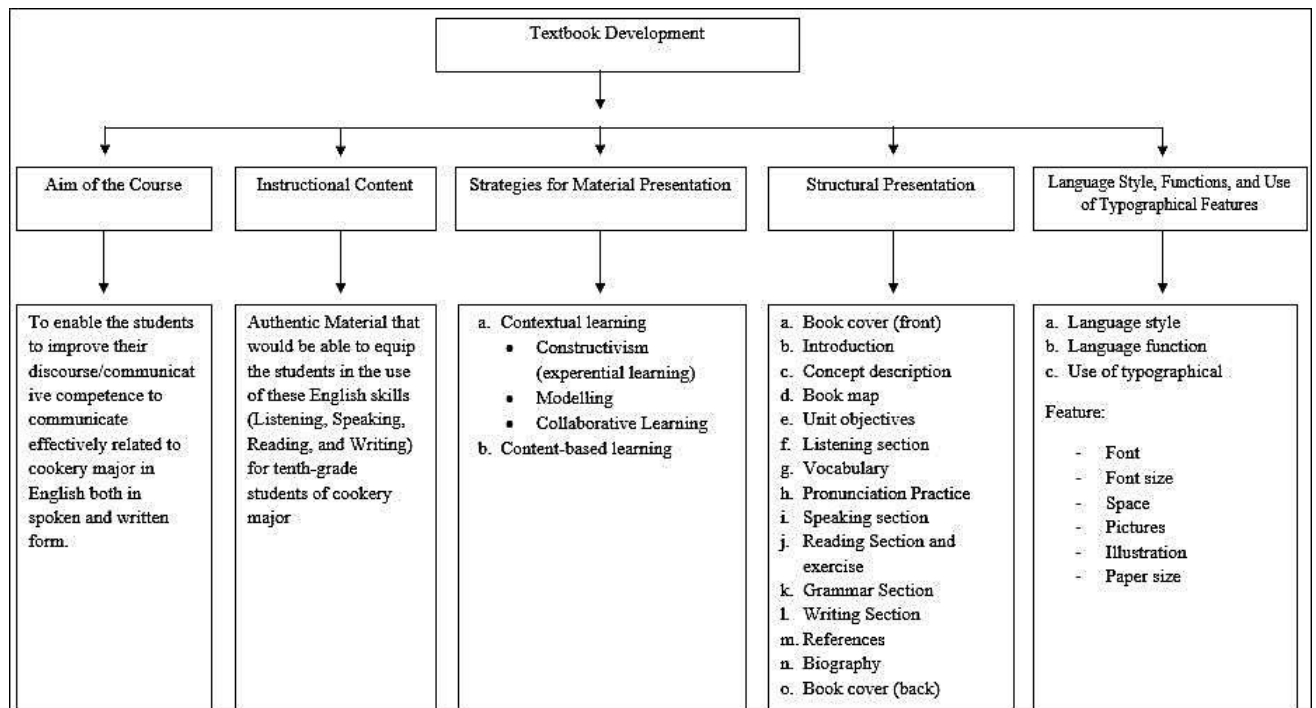


Figure 2. Theoretical Framework of Textbook Development for Tenth Grade Students of Culinary Major

Second, the English materials were developed based on the topics taught in “Boga Dasar” (Basic Culinary), namely kitchen utensils on how to operate them, basic handling technique for cooking, the process of cutting food material, cooking technique, food and beverage garnish, served place for vegetables and fruit, basic ingredient of Indonesian food, and sambal in Indonesian food. The topics of English lesson for the tenth grade are also considered and evaluated to decide which ones should be included in the materials.

Furthermore, the materials will be developed by adopting and adapting English materials which are relevant to culinary topics from textbook and internet. The instruction in the materials will lead to individual and group activities in form of question-and-answer section, presentation, and demonstration to facilitate speaking practice. Table 1 below will

show the organization of the textbook from Unit 1 to Unit 6 based on the results of needs analysis, materials evaluation, syllabus analysis, and syllabus integration.

Table 1. Topic Mapping of English Textbook for Tenth Grade of Culinary Major

Basic Competence	Unit of Material Unit	Topic in the Unit	Structure of the Presentation
3.1 Analyzing the social function, text structure, and language features in self-description based on the context.		Introducing Oneself	a. Listening section
4. 1 Comprehending spoken and written self-description	Unit 1	<i>Doing Self-Promotion (Cookery Major)</i>	b. Vocabulary
4. 2 Organizing spoken and written text to describe, ask, and respond to self-description by paying attention on the social function, text structure, and language features correctly based on the context			c. Pronunciation Practice
			d. Grammar Section
			e. Speaking section
			f. Reading Section and exercise
			g. Writing Section
3.2 Analyzing the social function, text structure, and language features in the expression of extended compliment related to cookery and its response based on the context		<i>Complimenting Products, Place, and People in Cookery Field;</i>	a. Listening section
			b. Vocabulary
			c. Pronunciation Practice
3.5 Analyzing the social function, text structure, and language features in the expression for extended congratulation on others' achievement in Cookery field based on the context	Unit 2	<i>Congratulating on Others' Achievement in Cookery Field</i>	d. Grammar Section
4.3 Organizing spoken and written text to give and respond to extended compliment related to cookery by paying attention on the social function, text structure, and language features correctly based on the context.			e. Speaking section
			f. Reading Section and exercise
			g. Writing Section
4.6 Organizing spoken and written text to give			

<p>extended congratulation on others' achievement in Cookery field and the response by paying attention on the social function, text structure, and language features correctly based on the context.</p>	<i>Showing</i>	a. Listening
<p>3.6 Analyzing the social function, text structure, and language features in the expression of showing care on kitchen accident and the response based on the context</p>	<i>Care on Kitchen Accident</i>	a. Listening section b. Vocabulary c. Pronunciation Practice d. Grammar
<p>4.7 Organizing spoken and written text to show care on kitchen accident and respond to it by paying attention on the social function, text structure, and language features correctly based on the context</p>	<i>Unit 3</i>	e. Speaking section f. Reading Section and Exercise Writing Section
<p>3.7 Analyzing the social function, text structure, and language features to tell and ask about intention or plan to do cookery-related activities based on the context</p>	<i>Expressing Intention to do Cookery-related Activities</i>	a. Listening section b. Vocabulary c. Pronunciation Practice
<p>4. 8 Organizing spoken and written text to tell and ask about intention or plan to do cookery-related activities by paying attention on the social function, text structure, and language features correctly based on the context</p>	<i>Unit 4</i>	d. Grammar Section e. Speaking section f. Reading Section and exercise g. Writing Section

3.7 Analyzing social functions, text structure, and language features in descriptive text about the students may choose the topics of kitchen utensils, basic handling for food, and Indonesian cuisine based on the context.	<i>Describing Cooking Component and Products,</i>	a. Listening section b. Vocabulary c. Pronunciation Practice
4.8 Comprehending simple spoken and written descriptive text about kitchen utensils, basic handling for food, and Indonesian cuisine).	Unit 5 <i>Famous Chefs, Famous</i>	d. Grammar Section e. Speaking section
4.9 Editing simple spoken and written descriptive text about kitchen utensils, basic handling for food, and Indonesian cuisine by considering social functions, text structure, and language features based on the context.	<i>Restaurants</i>	f. Reading Section and exercise g. Writing Section
4.10 Organizing simple spoken and written descriptive text about kitchen utensils, basic handling for food, and Indonesian cuisine by considering social functions, text structure, and language features based on the context.		
3.8 Analyzing social functions, text structure, and language features in announcement related to cookery (cooking competition and cookery assignments) based on the context.	<i>Giving Announceme nt in Cookery Field</i>	a. Listening section b. Vocabulary c. Pronunciation Practice
4.11 Comprehending announcement text related to cookery (cooking competition and cookery assignments)	Unit 6	d. Grammar Section e. Speaking section
4.12 Organizing short and simple announcement related to cookery (cooking competition and cookery assignments) by considering social functions, text structure, and language features based on the context.		f. Reading Section and exercise g. Writing Section

#### 4. CONCLUSION AND SUGGESTION

The investigation to the needs analysis for English materials which relevant to culinary field has been done in SMKN 3 Malang to gain information from many aspects from both teacher and students. From the results which have been elaborated in the previous chapter, it can be concluded that English materials for culinary major are very important for the students. As insufficient materials of English language for culinary purpose are used during the class, the students need supportive materials which can help them to gain knowledge in language and culinary. The materials itself is considered important because it may facilitate in improving students' language and culinary knowledge because the students of culinary major must be able to understand English materials and terms about culinary and use English for communication to deliver culinary content. If the students are not well prepared, especially when they are going to do their "On Job Training (OJT)" program, they cannot perform well in a real work situation. Thus, English materials for culinary students were developed by using skill-based approach in which includes the objective of performance and competence accomplishments. The approach of skill-based used in the materials should be equal to the material of *Boga Dasar* or basic culinary taught in tenth grade. The English materials for culinary which is going to be developed gives emphasize to speaking skill and listening skill. The two skills will be put as classroom tasks in the materials for the students' performance, while reading skill will be used as an input knowledge and writing skill will be used for students' assessment. It will also cover the components of integrated vocabulary and grammar such as past, present, and future tenses, speech acts of instruction, compliment, complain, and serving.

The final product of these English materials for culinary purpose is expected to give fruitful contribution in the future for both teacher and student. For the teacher, the materials can be used as their teaching materials in class to facilitate the students to learn English for culinary so that the teacher does not overgeneralize their teaching topics which are not related to culinary fields. For the students, it is expected that the materials will help the student for their self-confident in what concerns the development of their professional oral and written communication in English, which is very important for perfecting their communication and for positively motivating it. For future researchers, we suggest that the advanced English textbook for culinary major will be developed, especially the textbook for the second semester as the present developed products only focus on the first semester.

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